

Volume 32 Number 9
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Route to

Bindery

School Life



First Commencement

IN THIS ISSUE

	Page
The Community College	129
Effective Use of Communication Media	131
Education for Homemaking . . .	134
Why Do Boys and Girls Drop Out of School?	136

FEDERAL SECURITY AGENCY
Office of Education



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CONTENTS FOR June 1950

Volume 32

Number 9

Cover photograph, courtesy Fort Lauderdale News, shows John H. Lloyd III, 1820 G. Street NW., Washington, D. C., receiving diploma from Mrs. Ruth Chester, teacher, Pine Crest School, Fort Lauderdale, Fla., upon his graduation from kindergarten to first grade. Another graduate, Marilyn R. Dichtenmueller, 2411 East Las Olas, Fort Lauderdale, also appears in the photograph.

	Page
<i>The Community College—A Challenging Concept for You</i>	129
<i>Effective Use of Communication Media—One Key to Improved Education</i>	131
<i>Conference on Education and Human Rights</i>	132
<i>War Surplus Property Program Converted to Peacetime Basis for Schools, Colleges, and Universities</i>	133
<i>Education for Homemaking in Today's High School</i>	134
<i>Why Do Boys and Girls Drop Out of School, and What Can We Do About It?</i>	136
<i>The Library of Congress Can Help You</i>	138
<i>Education of Crippled Children—A Matter of Widening Interest</i>	139
<i>In Higher Education</i>	139
<i>The Office of Education—Its Services and Staff</i>	140
<i>Off the Rostrum—Off the Press</i>	142
<i>It Pays Off</i>	142
<i>Aids to Education—By Sight and Sound</i>	143
<i>New Books and Pamphlets</i>	144
<i>Selected Theses in Education</i>	144
<i>School Life Subscription Blank</i>	144
<i>Educational Aids from Your Government</i>	Inside Back Cover
<i>This Issue of School Life</i>	Back Cover

SCHOOL LIFE is indexed in Reader's Guide to Periodical Literature, and in Education Index
(Single copy price of SCHOOL LIFE—15 cents)

School Life Spotlight

"... Education is a part of living and not merely a brief, semirealistic experience confined to a classroom."----- p. 130

★ ★ ★

"Every subject matter field except music, is touched upon by these extraordinary recordings of successful teaching programs."----- p. 132

★ ★ ★

"How can States and cities improve their programs of home economics education?"----- p. 134

★ ★ ★

"Pupil achievement should be evaluated in terms of progress in relation to known ability."----- p. 137

★ ★ ★

"Music teachers can buy transcriptions of folk songs, instrumental music, and speech recordings."----- p. 138

★ ★ ★

"... only a little more than half of the school-age children in Puerto Rico have the opportunity for schooling."---- p. 139

★ ★ ★

"One school uses water color to paint the map of the community on the classroom floor."----- p. 141

★ ★ ★

"'What!' they cried, 'Would you tax one man to pay for the education of another man's child?'"----- p. 142

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THE Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

The Community College— A Challenging Concept for You

by Homer Kempfer
Specialist for General Adult and
Post-High School Education

and
William R. Wood
Specialist in Junior Colleges and
Lower Divisions

“WHAT IS this community college idea?”

The name is applied to several types of educational enterprises evolving under a variety of auspices. Now carrying the name “community college” are extension centers of universities, junior colleges, technical institutes, area vocational and agricultural schools, 4-year colleges, lower divisions of 4-year colleges and universities, church-related institutions, proprietary schools, general adult education programs, YMCA and YWCA programs, and possibly other arrangements. There is a widespread eagerness to capitalize on the popularity of the name even when the functions inherent in the concept are not all fulfilled. No doubt each of the above organizations serves some of the functions of a community college, but in most instances they leave gaps in our educational pattern which a true community college should fill. The following definition seems to embody elements attributed to the community college by a reasonable proportion of those who use the term as well as by two Office of Education committees working in this and a closely related field.¹

A community college is a composite of educational opportunities extended by the local public-school system free to all persons who, having passed the normal age

for completing the twelfth grade, need or want to continue their education.

Through the community college they may continue their general education, prepare further for occupational life and home-making, or prepare for the upper years of college and university programs.

Note:

1. The community college is first of all an educational *program*—a “composite of educational opportunities.” Parts of it may be formalized but other parts are not likely to be.

2. It is an extension of and an integral part of the local *public school system*. This concept is in harmony with our tradition of local responsibility and control.

3. The educational opportunities are *free* thereby being as financially accessible to all as are the other parts of the public school.

4. Its main center is located *in the community geographically accessible* to all youth and adults.

5. The community college is *nonselective*. Anyone in the community above high-school age, regardless of educational background, may participate in its activities although completion of the twelfth grade may be a prerequisite for entrance to certain courses or curricula.

6. It exists to provide *educational service* to the whole community and to the individuals who comprise it; all other objectives are secondary.

7. While these distinguishing characteristics may not all be true for all community colleges, they represent desirable directions in which to move.

Groups To Be Served

The community college when fully developed will serve a core group of youth who have completed the twelfth grade. Many of this group will be in full-time attendance during the thirteenth and fourteenth years. Two major types of curricula will be available for them.

(1) For those planning to enter upper divisions of higher education institutions, approved credit-carrying curricula will be offered. For most young people, entrance upon this program will be based upon completion of 12 years of school, sometimes including a specified pattern of subjects. Other characteristics may include a controlled sequence of study and other requirements largely as determined by the institutions into which the community college feeds. Occasionally a high school dropout, after achieving sufficient maturity, may be permitted to enroll in this program as a special student to finish the equivalent of high school through college transfer courses although more often such students will take high school courses for adults to qualify for graduation directly or through regular day school.

(2) For those who intend to spend only one or two more years in full-time school-

¹ The committees include representatives from the divisions of School Administration, Elementary and Secondary Schools, Higher Education, Vocational Education, and the Commissioner's Office. The following staff members are on one or both committees: Edna Amidon, Ambrose Caliver, Buell Gallagher, Walter H. Gaumnitz, Bess Goodykoontz, Raymond W. Gregory, Galen Jones, E. L. Lindman, Don S. Patterson, William A. Ross, and the authors.

ing, other appropriate curricula will be provided. Depending very heavily upon the needs of individuals and the community, these may include occupational preparation in such fields as agriculture, homemaking, business, trades and industrial occupations, nursing, and other occupations in which more preparation is needed and desired than is ordinarily given in high school. Included, too, will be curricula in general education, home and family living, and general civic competence for those who wish to improve their general culture before entering upon full-time employment or homemaking.

The out-of-school youth and young adults who have not completed the twelfth grade constitute a second group. The high school and other appropriate community agencies will retain responsibility for those of secondary school age, but beyond this age the community college should come into the picture. Normally most of this group are employed full or part time although many are in dead-end jobs. The community college will maintain a rather continuous educational and guidance relationship with a great many of these until complete transition from full-time schooling to satisfactory occupational life has been achieved. Part-time classes will play an important part with this group as will many other types of activity discussed later.

A Special Challenge

The out-of-school and out-of-work group presents a special challenge. The size of this group (age 19-24) varies widely, ranging from near zero in times of high employment, such as during war, to 3 or 4 million or more in periods of economic difficulty. This is the group that gave rise to the NYA and CCC. A combination of activities can be required to maintain an educational connection with this group. The methods, approaches, and content of some of the more institutionalized parts of the community college can be adapted better to meet the needs of part of this group. For others work-and-study opportunities of various types, such as production training programs, part-time cooperative education in business, trade, and industrial education programs, and student camps combining conservation or seasonal harvest work with a program of studies can be designed.

A good community college will provide an attractive and a balanced educational

program—one suited to the life needs of all post-high-school youth and adults, whether they be students on a full- or a part-time basis. Certainly, all people, young adults especially but older ones as well, are faced continuously throughout life with the necessity of adapting, of making changes, of learning. Who can deny the importance of organized education in helping them make such changes satisfactorily?

The program of the community college must be comprehensive. It cannot be technical only or vocational only or general only or preprofessional only. It should include opportunities for active participation in recreational, community service, and job-for-pay experiences. Education is a part of living and not merely a brief, semirealistic experience confined to a classroom. Many community college students, especially those in the immediate post-high-school years, should be encouraged through an extensive and intensive system of student personnel services to explore several fields of interest, to broaden their entire scope of understanding, and not to concentrate on some specialization before their general educational background definitely has been strengthened. A balanced, full-rounded educational program is the bridge over which community college youth are able to pass surely and easily from teen age to adulthood. It is a means by which they can grow naturally into full adult responsibilities in their communities and realize their maximum productive potential.

The community college will recognize that learning can go on in many forms and in many places. A part of the educational activities will be organized and conducted in the conventional classrooms, laboratories, and shops, yet these institutional phases will be only a part of the total "composite of educational opportunities." A campus center, usually the public high-school buildings, to which many groups served may come for educational activity, will also be a headquarters from which educational services and leadership go out into the community. In the interest of both economy and accessibility to the people served, a great deal of the educational services of the community college may be carried on in a variety of community locations—in the public library, in elementary schools, in the city hall, and in settlement houses—wherever space can be made available for public use.

Special features of the community college work will include:

1. Strong emphasis upon a functional system of student personnel services—testing, counseling, job-placement, and follow-up consultation—available from the time a student enrolls until he leaves the community;
2. Certain phases of the high school program for occupational education that will be moved upward on an expanded basis into the community college;
3. A flexible day, evening, weekly, and annual schedule best adapted to the work schedules of people employed full or part time;
4. The full-time core staff supplemented on a part-time basis by leaders from specialized activities and occupations in the community;
5. Close articulation with the high schools of the district to insure a gradual transition from full-time schooling to full-time work;
6. Participation by students and citizens' advisory committees in local surveys, policy formulation, and in program management;
7. Techniques for gearing the community college program to employment and occupational conditions of the area served and to prevailing economic conditions. (The community college must be able to contract and expand its services readily to keep the number of unemployed out-of-school youth to a minimum.)

Educational Approaches

Much pioneering has yet to be done before the designers of any community college can formulate all the program facets necessary to make it worthy of the concept. Unless many educational approaches are developed, or at least adapted, the community college will be restricted to the services now provided a limited number of youth by the conventional junior college. Among the educational approaches needing further exploration and development are these which, while currently in limited use only, seem to offer considerable promise:

1. Work-and-study programs. This would seem to be an essential at all times as a significant part of the educational experience of all youth.

2. Camps with work-and-study programs. Many of the more successful features of CCC camps, with appropriate

(Continued on page 140)

Effective Use of Communication Media—One Key to Improved Education

by Nora Beust, Specialist in School and Children's Libraries; Franklin Dunham, Chief, Educational Uses of Radio; Floyde E. Brooker, Chief, Visual Aids to Education

THE MODERN SCHOOL has the potentiality of a greatly enriched educational program. A significant contribution to this program can be made through the effective use of the various media of communication now available for use in the curriculum of the school. Teachers can make a valuable contribution to the pupils of the school by being aware of the need for relating various learning resources in the development of the curriculum.

Books Meet Individual Needs

The school of today almost takes for granted up-to-date, scientifically constructed textbooks and supplementary textbooks as fundamental resources in the learning of children. It is recognized that no one set of books is considered essential for all children. Instructional materials are selected to meet the interests, needs, and abilities of the individual child.

There is a trend to purchase more than one textbook in a given subject area for a group rather than the same book for each pupil. It is believed that teachers should be encouraged to use their skill in determining which of several acceptable books should be used by the group in their charge. Instructional materials are then in many instances being selected for the individual and group rather than on a grade basis. Teachers should be given an opportunity to examine many textbooks in active participation with children. They should also have the privilege of discussing the books with other teachers, supervisors, and principals so that they may be assisted in the evaluation of the books in terms of possible contributions to the development of individual children.

The textbook and supplementary textbook, however, are only two sources of printed instructional materials that should be available for the use of children and teachers in the school program. The so-

called library books further enrich the curriculum and tend to broaden the interests of children and youth. They too can only serve their best purpose when selected in relation to the interests, needs, and abilities of individual children.

Library books are of many types and serve many purposes. Beginning with young children, there are the illustrated editions of Mother Goose by such artists as Leslie Brooke, Randolph Caldecott, and Blanche F. Wright, which not only help to introduce children to the world in which they live but aid in developing reading readiness. There are many other types of picture books of real worth, both in the realm of reality and in that of imagination. Easy reading stories that are attractively illustrated and published as individual books for the youngest readers, such as *Mike Mulligan and His Steam Shovel* and *Angus and the Ducks*, may bring great satisfaction of accomplishment to this age group.

For the next age group there are readable books of science, history, biography, and folklore in which pupils can find more about a special area than is usually included in a textbook, for example, *First Electrical Book for Boys*, *Benjamin West and His Cat*

Grimalkin, and *These United States and How They Came To Be*. To keep them up to date there are such magazines as *Model Airplane News* and *Junior Natural History Magazine*. Dictionaries, encyclopedias, and other reference books constructed for their maturity level serve to give the accurate information they seek. Books for fun are another important type. They may include, depending upon the preference of the reader, *Jungle Book*, *Let's Make Something*, *Electronics for Boys and Girls*, or *Homer Price*. Publishers have produced suitable materials for all school-age groups that can be used in supplementing and enriching the curriculum.

Recordings Enrich the Curriculum

ANOTHER RICH SOURCE of material is to be found in the catalogs of records and radio recordings now available to all schools and usually to be found in school libraries and in collections in various curriculum divisions of central school systems. Many of these records are recorded at standard 78 r. p. m. phonograph speed and are usually published by the leading record companies, especially for the use of children. They consist of stories, stories in music, great dramatic works in excerpt form performed by great actors, poetry frequently given by the poets from their own collected verse, and collections of recorded radio broadcasts from current history. Lessons in English, in music, in the social studies, in speech and dramatics, in foreign languages, are enhanced by the use of living sound, with all its power of creating reality and its even greater power of appeal to the imagination.

In the years since World War II, great integrity has been shown by record companies in presenting authentic settings for these materials, classics in the life of children everywhere. *Rumpelstiltskin*, for

Mr. Milton Gold, Supervisor of Curriculum in the office of the State Superintendent of Public Instruction, Olympia, Wash., requested information of the Office of Education on the importance of relating all types of learning materials in the education of children. The reply to this request by staff specialists of the Office of Education is of such general interest to school administrators and teachers that a decision was made to publish it in **SCHOOL LIFE**. The information was originally furnished for publication in the *Washington Curriculum Journal*.

example, a universally loved story, is told with characteristic sound effects now so valuable to radio production and so familiar to the young radio listener outside of school. Stories in music, like the saga of *Peer Gynt*, the mischievous hero of Norway, are told in tone with program notes, prepared by competent teaching staffs, provided to go along with such records. The voice of Raymond Massey recreates notable scenes from the first play *Abraham Lincoln*, making the beloved President actually speak from the American legend now surrounding his memory. The works of Shakespeare performed by Orson Welles and his Mercury Theatre are no less valuable for upper grades and high school. The transition is easily made from English to speech and dramatics when records are used for further analysis in these arts. The limpid verse of Edna St. Vincent Millay and the homespun quality of Robert Frost are quite different things when actually heard as the creators wished their verse to be read.

To recreate Franklin D. Roosevelt, we must hear him speak. To understand his genius for gathering millions in his Fireside Talks, we can analyze through recordings not merely his style but his emphasis and his heart-warming reassurance so necessary to a people who, when war stricken and with sons valiantly defending their country overseas, counted on these words from the great War President as fraught with the somber meaning of the times. These records are available in the collections of radio recordings made at 33 $\frac{1}{3}$ r. p. m. speed on large 16-inch records, and playable for 15 minutes without interruption. An extension library is provided (for loan or purchase) by the Federal Radio Education Committee of the U. S. Office of Education in Washington.

Every subject matter field, except music, is touched upon by these extraordinary recordings of successful teaching programs. Science, social studies, English, languages, vocational arts, health, welfare and safety, and many other fields are covered by this free loan service. *Americans All—Immigrants All*, a series on Americanization, gives the principal contributions brought to our country by people of other lands. *Let Freedom Ring*, another series available in script form for amateur performance, tells of the struggle surrounding the adoption of our bill of rights, essential body of law represented in the first 10 amendments to the

Constitution. *This Land We Defend*, a U. S. Department of Agriculture series, gives the story of our land, our forests, floods, dust storms, snow, rain, hail, and what they mean to the welfare of all our people. No less valuable are the programs on science, health, welfare, safety. English literature not only speaks but portrays the graphic appreciation of words which make up the language.

To these records and recordings must be added the recent invention of the magnetic tape recorders, which make it possible for us to record the voices of the children themselves on inexpensive tape, erase, edit, and otherwise arrange for filing our best lessons, our individual performances for illustration in talks to parents, to teacher groups, and for records of speech and composition improvement through the school development of the individual or class.

All this material becomes a new addition to library service and function. It creates a new kind of school, in fact, when it has

not been previously used. Radio stations will make transcribed copies of programs heard at more inconvenient hours so that they may be made available for pupils at proper towns and proper times in the lesson. School public address systems may carry them to audiences assembled at scheduled hours. Individual play-back machines at cost now no greater than \$50 will play both types of disk recordings at either speed. Radio programs now being made by school radio workshops are just as readily recorded for use by individual schools and whole school systems. As a famous radio and motion picture program says, "Time Marches On"!

Audio-Visual Aids Provide Effective Experiences

A THIRD AREA of instructional materials includes those commonly called the "audio-visual aids." These refer to materials that depend primarily on pictures to get a mes-

(Continued on page 141)

Conference on Education and Human Rights



FSA photograph by Archie Hardy

SCHOOL AND COLLEGE officials attended an Office of Education conference at the Federal Security Agency March 27 to discuss the ways in which schools and colleges could develop techniques for teaching about the universal declaration of human rights.

At the invitation of Earl James McGrath, United States Commissioner of Education, the following persons joined with Office of Education staff members in the 1-day meeting: C. O. Arndt, New York University; Layle Lane, American Federation of

Teachers; Hilda Taba, University of Chicago; Louis Wirth, American Council on Race Relations; William G. Carr, National Education Association; Leo Shapiro, Anti-Defamation League of B'nai B'rith; Mrs. Anna Hedgeman, Federal Security Agency; Rayford Logan, American Teachers Association; Charles Thomson, Ruth McMurry, Mrs. Rachel Nason, Department of State; and W. C. Toepelman, American Council on Education.

War Surplus Property Program Converted to Peacetime Basis for Schools, Colleges, and Universities

by Arthur L. Harris, Chief, Surplus Property Utilization Program

WHEN "surplus property" is mentioned in many circles today, it usually elicits the comment, "I thought all of the war surplus had been disposed of by this time." In general that comment is true with regard to equipment, supplies, and materials. A considerable number of real properties, including structures, improvements, and installed equipment, which were acquired for the war effort, are now or soon will be in the process of disposal. However, the experiences of educational institutions throughout the country during the last few years brought about the realization that benefits to the public through educational use of Federal Government property no longer needed by any Federal agency need not cease with the disposal of war surplus. This resulted in the inclusion of sections 203 (j) and 203 (k) in Public Law 152, the Federal Property and Administrative Services Act of 1949, Eighty-First Congress, authorizing the donation of surplus personal property and the sale or lease of surplus real property with public benefit allowance for educational use.

Under the new law, obsolete or excess personal property of all Federal executive agencies which is surplus to the needs of the Federal Government may be donated by the Administrator of General Services to schools, colleges, and universities upon a determination by the Federal Security Administrator that such property is usable and necessary for educational purposes and upon allocations by the Federal Security Administrator on the basis of need and utilization. The Federal Security Administrator has delegated the operating functions and responsibilities of the Federal Security Agency in relation to such donations to the United States Commissioner of Education. The law further provides that donated property may be transferred to State Departments of Education or to such other

agency as may be designated by State law for the purpose of distributing donated property to both public tax-supported and nonprofit tax-exempt schools, school systems, colleges, and universities.

Since it is the policy of the U. S. Office of Education to observe a Federal-State relationship in its operations, and since the staff provided for the Federal Property Disposal and Utilization Program in the Office of Education is inadequate to perform even the minimum functions of screening and allocating all of the potentially donable property becoming available, all allocations are made among States to the respective State educational agencies for surplus property. Therefore, any educational institution wanting to acquire such property must make its needs known to its own State educational agency for surplus property. Any inadequacies in the resources or operations of the State educational agency for surplus property cannot be compensated for by an extension of the services of the U. S. Office of Education to the individual school system, college, or university within the State. Only active participation in and unified support of the program by all of the educational institutions within a State can assure a maximum volume of donable property and optimum benefits to those institutions.

The new law also authorizes the Administrator of General Services, upon recommendation by the Federal Security Administrator, to assign to the Federal Security Agency for disposal for school, classroom, or other educational purposes, or for public health purposes, surplus real property including structures, improvements, installed equipment, and related personalty located thereon. The Federal Security Administrator has delegated most of the disposal functions under this section to the Commissioner of Education and the Surgeon General of the U. S. Public Health Service for

educational and for public health purposes, respectively. Such property is to be sold or leased at a price which takes into consideration the benefits which have accrued or may accrue to the public through the educational or public health use.

Available surplus real property may vary from single buildings or small parcels of land with or without improvements to large installations complete with buildings and all utilities installed. Occasionally, in addition to buildings, a sewage disposal plant, electrical or water distribution system, fencing, bleachers, heating plant, and other improvements may be purchased with public benefit allowance for educational use after removal from the site. The public benefit allowance granted to the transferee is, in effect, amortized over a period of years ranging from 5 years where no land is transferred to a maximum of 25 years where a complete large installation is transferred. The transferee earns equal increments of the public benefit allowance each year of the period during which an approved educational use is made of the property. The U. S. Office of Education is also responsible for the periodic approval of the program of utilization of transferred property, for the retransfer of property to other educational claimants, for authorizing other disposals by a transferee, and for changing the terms, conditions, and limitations in a transfer instrument when conditions warrant.

Surplus real property cannot be distributed on an equitable basis geographically, of course. However, any educational institutions (including research institutions and libraries) interested in the availability of surplus real property or of buildings and improvements, should make inquiry of the State educational agency for surplus property since Office of Education field representatives report all of such property to

(Continued on page 139)

Education for Homemaking in Today's High School

by Mary Laxson, Assistant in Research in Home Economics Education, and
Berenice Mallory, Assistant Chief, Home Economics Education Service

A MILLION AND A HALF teen-agers and approximately 800,000 adults and out-of-school youth are taking home economics as part of the public-school program in their communities this year.

This number is increasing rapidly as, under the influence of interest in the program of "Life Adjustment Education For All Youth," more emphasis is being placed upon practical training for home and family living in the high-school curriculum.

As always, the home economics program has a twofold purpose—that of providing intensive training for girls whose immediate or ultimate career is likely to be homemaking, and that of contributing effectively to education for home membership. The latter aim is accomplished by giving help to all students in the area of home and family living.

How can States and cities improve their programs of home economics education? Many of them are pointing the way through programs of home economics curriculum revision which are under way. Helpful too are guides developed cooperatively by home economics teachers, school administrators, parents, and pupils which were published in 1949. These curriculum guides represent group thinking about the contributions of home economics programs to the school, the home, and the community. They include outlines for the intensive preparation of girls for homemaking responsibilities and suggestions for effective contributions to general education for home and family living for junior and senior high-school boys and girls. Philosophy and course content for teachers working with adult homemaking programs also are dealt with in these curriculum patterns.

That many schools are accepting the challenge of improving the quality of home life through education for homemaking is indicated in reports reaching the U. S.

Office of Education from the respective States and from cities throughout the Nation. An increasing number of schools are providing intensive training for better family membership and a broad homemaking education program.

The girl who expects to be primarily a home manager secures training in manipulative and managerial skills. She learns how to prepare food and serve it attractively within time and budget limits; to select home equipment for preparing food and for keeping the house clean, safe, and attractive; and to select, make, alter, and renovate the family's clothing and certain household furnishings. Her homemaking training helps her in making day-to-day purchases for the family, based on adequate information, in arranging storage space, and in planning her time so that she can be efficient in the many activities which are part of her job.

Helping girls develop the skills involved in managing household tasks and finances is only part of the job of homemaking education, however. Success in the job of homemaking can be judged only by such intangible outcomes as the quality of family life, the happiness, health, and sense of security of family members, or the ability of the family to adjust to emergency demands or unexpected catastrophe. Homemaking education should furnish a background for the prospective homemaker's assuming the major responsibility in caring for children and achieving satisfactory relations in the family and between the family and the community.

Helping All Students

A few schools are recognizing their responsibility for helping boys assume their roles as sons and fathers in families. Courses for boys have been part of the regular homemaking program for many years in

some schools, and an increasing number of courses for boys and girls together are now being organized at the junior and senior level in high schools. The aspects of family living which are the job of all home members, whether their major responsibility is management of the home or not, are taught to these groups. These courses aim to develop abilities to:

1. Achieve and maintain good family relations.
2. Make family decisions on a democratic basis with all family members participating according to their abilities.
3. Guide the development of children.
4. Plan the use of the family's income in terms of the family's values.
5. Plan and enjoy recreation which includes the whole family.
6. Select suitable clothing and maintain a pleasing personal appearance.
7. Choose food for good nutrition.
8. Select and care for suitable housing.
9. Select, use, and repair household furnishings and equipment.
10. Find and use community resources which contribute to better family living.
11. Take some responsibility for providing resources in the community which contribute to better family living.

Different Today

The concept of home economics has changed over the years. When home economics was struggling in the early days for a place in the high-school curriculum, the technical and scientific aspects of the work were emphasized. "Domestic science" consisted largely of a study of the chemistry of food and textiles and work on the skills of cooking and clothing construction. More and more has been included in the areas of management and human relationships, until today home economics has come to be a course based upon real problems of

boys and girls, problems they face now in their own families and those they expect to meet as they begin to establish their own homes. In many schools classes meet in rooms as much like homes as is practical in a school situation. Some departments maintain a "homemaking apartment" which students furnish and care for, and where they work and plan. Others have a "living center" in the homemaking classroom which serves as the laboratory for home furnishings work, as an informal atmosphere for discussions of home and family problems, and often as one of the social centers of the school.

Home and Community Experiences

The effective home economics program, whether it is primarily a course for intensive homemaking training or one designed to give a broad background for better home and family living, only begins within the four walls of the classroom. Boys and girls are encouraged to use their new knowledge about homemaking techniques and family relationships in real situations. Obviously, a 55-minute class period cannot provide much opportunity for experience in any area of homemaking. Few and simple are the meals which can be prepared and served within this time limit. Even when children are brought into the classroom or play school for observation, contacts with children are necessarily limited in a school situation. The living center's couch may present *one* real problem in selection or construction of a slip cover, but it cannot serve as a learning experience for many individual pupils who may be interested in home furnishings. Principles from the field of personal relationships must be tested in actual living with family and friends if they are to have real meaning. Therefore, the home economics teacher encourages pupils to plan and carry out projects in their homes which will give them real experience in applying the principles class work emphasizes.

Home experiences are planned with the cooperation of the parents whenever possible. In every case, whether parents actually sit in on project-planning sessions or not, the teacher helps the student think through the effects the projects he wants to undertake will have upon the family purse and family relationships. In the vocational home economics teacher's schedule, time is set apart for conferring with students about

extending and applying their home economics learning through home experience, and in most communities it also includes time to visit the students at home and advise with them and their parents as the occasion demands.

Good homemaking courses use the home and community to the maximum extent in providing realistic training for the career of homemaking for both boys and girls. Resources of the community are drawn upon to make the topics under consideration live. Planned field trips to a furniture store, electrical equipment center, locker plant, or wholesale food company, or to see a house under construction, bring to life for the students the subjects discussed in class. A talk by an insurance man, a banker, or a building and loan agent not only keeps the subject of finance from being dull and far-removed, but affords an excellent way of furthering acquaintance of boys and girls with the communities in which they live.

Future Homemakers and New Homemakers

Closely connected with home economics work and helping to supplement class discussions and laboratory work are the Future Homemakers of America and the New Homemakers of America. These groups are made up of pupils who have taken or are taking homemaking. FHA is a Nation-wide organization with chapters in 46 States and the District of Columbia. NHA is an organization of Negro home-making students in the 17 States where, by law, there are separate schools for Negroes. The activities of Future and New Homemakers supplement the work of the home-making classroom by giving students a chance to develop leadership ability through presiding over or working on committees in the local organization, taking part in State and national meetings, and promoting

wholesome recreation in school and with their families. Future Homemakers of America now has over 260,000 members and New Homemakers number more than 33,000. Both organizations carry on many worth-while projects in the field of international understanding along with their local programs which are largely centered around the family. Some of these international projects are participation in the World Christmas Festival, adoption of home economics classes in foreign countries, and correspondence with members of these classes. Future and New Homemaker chapters have sent sewing equipment, fabrics, books, paper, pencils, and other supplies for homemaking instructions to adopted classes.

In the Total High School Program

The program of Life Adjustment Education for all youth has brought more forcefully to the attention of administrators, teachers, and parents, the second half of the twofold purpose of the homemaking education program. Life Adjustment Education is the term which is used to describe an educational program designed to meet the imperative needs of *all* youth. It is directed toward achieving a secondary school curriculum which will provide an education equipping all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens. Among the unmet needs referred to in discussion of Life Adjustment Education none is more urgent than the need for sound, practical education for home and family living. The home economics program has an important contribution to make toward this end. Many of the purposes set forth in the Life Adjustment Education program have long been goals of homemaking education.

As the school's total program of education for home and family living is developed, techniques for better cooperation among teachers, administrators, parents, and students need to be worked out. All of these groups should be represented when goals are set up, general programs outlined, and plans for evaluation made. Home economics' contribution in developing in *all* students the abilities previously listed, should give homemaking education a vital place in the program of every high school. More pupils are already getting the benefit

(Continued on page 138)

Homemaking Publications.

Frontiers in Homemaking Education Programs for Adults. Federal Security Agency, Office of Education, Home Economics Series No. 25, 1949. 60 p. 20 cents.

Space and Equipment for Homemaking Programs. Federal Security Agency, Division of Vocational Education, Misc. No. 9, 1950. 72 p. 35 cents.

Order from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Why do boys and girls drop out of school and What can we do about it?

AT THE REQUEST of superintendents of schools in cities of more than 200,000 population, a conference was arranged by Earl James McGrath, U. S. Commissioner of Education, to discuss the question of high school drop-outs, and what educators can do about them.

The conference was held in Chicago, Ill., early in the year, and the report of the conference just issued by the Office of Education is attracting favorable attention. Because much of the infor-

mation in the published report is of such current interest to high-school administrators and teachers, as well as to youth and their parents, SCHOOL LIFE presents excerpts from it on these pages. The report itself is available as Circular No. 269, from the Superintendent of Documents, Government Printing Office, Washington 25, D. C. The title is, "Why Do Boys and Girls Drop Out of School, and What Can We Do About It?" The price is 35 cents.

The Curriculum as It Influences the School's Holding Power

THAT BOYS and girls leave secondary schools in great numbers before graduation is symptomatic of curricular and other factors related to pupil adjustment. Early school leaving results, at least in part, from curricula which fail to provide sufficient flexibility and adaptability required by the needs, abilities, and interests of all youth.

Although general agreement is developing with regard to curriculum principles and theory, there is a considerable lag between curriculum principles and their application. This lag is believed to be responsible for a large proportion of early school leavers.

It is believed that if the following principles are incorporated into curriculum planning and practice by individual schools, their observance will aid in reducing the number of school leavers by making school experiences so worth while that all youth will want to remain in school.

1. The primary purpose of the secondary school is to continue the general education of all youth.

2. The secondary school has the responsibility for providing education so that each student's program shall be balanced in terms of general and special education in line with his individual needs and abilities.

3. Learning experiences should be provided in many different forms (within the school and out) so that progress is possible in terms of each individual's needs, abilities, and interests. Such experiences should be provided in other ways than by adding to the number of courses.

4. Curriculum planning and the development of teaching procedures in each school should be based on understanding and knowledge of the community in which the pupils live.

5. Teachers and administrators should be encouraged to be always alert to the necessity for curriculum modification in terms of the changing needs of pupils and community.

6. School organization and curriculum

practices should discourage rather than encourage social stratification.

7. The emphasis in teaching and learning should be on effective community living and adjustment rather than on the contents of books.

8. Increased opportunity should be provided for school experiences which require "doing" and the demonstration of performance in real life situations.

9. Standards of achievement should be in terms of behavior and individual ability to learn rather than in terms of the mastery of subject matter.

10. Evaluation of student progress should be made on the basis of modified behavior, and teachers should seek meaningful ways of reporting student progress.

11. With individual achievement the basis of progress and evaluation, students will be able to progress from grade to grade with a minimum of repetition and failure.

12. More instructional materials must be adapted to the ability and maturity of students using them.

13. The relationship between teacher and students is particularly important. Each student needs to feel that at least one teacher knows him well, and is interested in him as an individual. Teachers should be selected for their ability to make a contribution to students rather than solely on the basis of their competency in a subject field.

14. Administrative procedures should be devised so that data and information on individuals and groups are made available to

teachers, so that they can be used in individualizing instruction.

15. Opportunities should be provided pupils for the realistic consideration of vocational interests and for the special education required in advancing them.

16. Specialized vocational training should be deferred as long as possible so that it may come just prior to the student's leaving or graduating from school and actual employment.

17. The general education which is needed by all students as citizens, homemakers, and workers should begin sufficiently early in

the secondary school so that it will reach all students before compulsory attendance laws permit them to leave.

18. Curriculum planning should be done by teachers and other school workers who are responsible for implementing and carrying out plans.

19. Curriculum planning and teaching procedures should be based on the increasing quantity of research on how children learn.

20. Increased attention should be directed to inform parents as well as students of what the schools are attempting to do.

Curriculum Problems and Practices Related to School Holding Power

Curriculum Problems

Secondary schools as now organized do not meet the needs of all students in many large city school systems.

Class time allotments of 45-60 minutes do not provide for flexibility of programing, special needs of students, or unity of larger units of work.

Rigid and inflexible curricula for three or four school years have been planned largely along subject matter lines.

Pupil progress and accounting policies have been based upon credits and courses.

Undue emphasis on subject matter and skill mastery with attendant testing practices have a negative effect on pupil adjustment.

Present promotional practices based upon practices related to 3, 4, and 5 above, occasion pupil retardation.

Classes are often larger than can be handled by teachers and the known requirements of the instructional area.

Suggested Practices

Diversify the program by providing experiences that meet the general and special education needs, interests, and abilities of all students.

Schedule classes for longer periods of time with block programing adjusted to individual needs of pupils and the time demands of various educational experiences.

Individual planning of course content and sequence should be done on the basis of individual pupil interests and needs.

Emphasis should be on pupil adjustment and growth rather than credit accumulation.

Pupil achievement should be evaluated in terms of progress in relation to known ability.

Pupil experiences should be planned individually in terms of stated goals and appraised abilities and interests.

Class size should be adjusted to each teacher's ability, the nature of effective instructional activities, and physical facilities needed.

Curriculum Problems

Social stigma is often associated with diplomas designated as to patterned curricula, i. e., college preparatory and vocational.

School leaving is associated with activity fees, club dues, book costs, etc.

The program of studies is not adapted to the common needs of students.

There is a scarcity of materials of suitable reading difficulty for pupils of advanced social maturity.

Curricular experiences are not closely related to life situations.

The special interests and needs of pupils are not adequately served.

Potential early school leavers often do not participate in student activities.

Potential early school leavers do not feel that they belong.

Suggested Practices

Award uniform diplomas and supplement these with accurate records of each individual's assets, interests, abilities, and achievements for purposes of college entrance or employment.

Fees and other hidden costs related to school attendance should be reduced to a minimum.

Staff agreement should be obtained regarding what learnings should be common to all pupils.

Study available reading material of advanced social appeal but written on varying reading levels and encourage the production and use of more materials.

Maintain a continuing study of life situations and needs of pupils and develop resource units which meet the common and special needs using real life community resources.

Provide students with a wide range of opportunities to develop and express interests.

Academic achievement as a requirement for participation in extracurricular activities within the school should be removed.

Systematically identify students who are socially immature and provide more socializing experiences for them.

The Library of Congress Can Help You

by Elinor B. Waters

THE LIBRARY of Congress can sell you a photostatic copy of almost any book, manuscript, picture, musical score, or record in its collection. Sometimes you can borrow the material itself through your local library. Teachers will be glad to know that the material in the Library is not solely for advanced research and that a great deal of it can be used for elementary and secondary school purposes. As a general rule, anything in the Library can be reproduced which is not copyrighted or under restrictions placed upon it by the donors.

The prints and photographs available have both decorative and informative value. The Prints and Photographs Division now has some five or six hundred separate and varied collections of illustrative material. For example, you may purchase pictures of historic American buildings, photographic portraits, engravings, etchings, early American photographs deposited for copyright, and pictures of American life taken largely during the 1930's by the Farm Security Administration. Many of these prints can then be reproduced in your publications.

Music teachers can buy transcriptions of folk songs, instrumental music, and speech recordings. (You can obtain lists of available recordings from the Recording Laboratory, Music Division, Library of Congress.) In addition, recordings, scores, manuscripts, and books on music can sometimes be borrowed through interlibrary loans, or they can be photostated by the Library and then sold to you. The Recording Library also sells recordings of poets reading their own works.

Interlibrary loans are one way by which the Library makes its resources available to people throughout the country. If you want to obtain material which is not available locally, and which your local librarian cannot obtain elsewhere, she may be able to borrow it for you from the Library of Congress. Such loans are granted when the purpose of the loan may be construed as a

serious contribution to knowledge, and when the materials can be spared without depriving Congressmen or Government agencies of needed services.

Researchers can also use library materials by having them reproduced in photostat or microfilm form. If you need maps, manuscripts of historic significance, rare books, or musical scores, in the Library's collection, this is worth investigating. Costs for this service depend on whether or not the material has been previously photographed, and on the number of pages which can be photographed in one exposure, but the rates are generally moderate.

The reference services of the Library are also helpful to out-of-town students. The Library can refer students to the location of rare research materials in libraries throughout the country. It also has prepared bibliographies on a great variety of subjects. The Library sells to libraries, or to persons interested in a particular subject, printed catalog cards on all the books which it catalogs itself.

You can borrow braille books and records for use on talking-book machines either directly through the Library or from any of the 27 regional distribution libraries. There is no charge for this service.

The Library of Congress was created by an Act of Congress in 1800 providing for "the purchase of such books as may be necessary for the use of Congress at the said city of Washington, and for fitting up a suitable apartment for containing them." Since that time the Library's collections have grown until today it is the largest single library in the world, with more than 8,000,000 printed volumes and pamphlets, about 11,000,000 manuscripts, over 1,500,000 maps, nearly 2,000,000 volumes and pieces of music, and 500,000 fine prints, plus large holdings of phonograph records, newspapers, motion pictures, and microfilms. These materials are arranged on 250 miles of steel shelves.

The Library is, as the name implies, the Library of Congress, and its services are primarily for Congressmen. But as the Library has developed, its services have come to include the entire governmental establishment and the public at large, so that it has become in effect a national service library.

EDUCATION FOR HOMEMAKING

(Continued from page 135)

of carefully planned homemaking and family living courses than most people realize, but many more could profit greatly from some study in this area.

With the recognition of the fact that education for home and family living is needed by *all* youth have come an increasing number of new homemaking departments and attempts to plan student programs so that every high-school pupil will receive at least a minimum of home economics designed to improve his ability to be a good family member. As adjustments are made to include home economics in the schedules of more high-school pupils, the attention of administrators and others has been focused upon problems of space, equipment, and teaching staff. The number of students to be served needs careful consideration in planning space and equipment, both in new buildings and in replanning use of space already available.

The preparation for home and family living given in high school, through a special course or through better emphasis on the subject in many high-school courses, can be strengthened if the training and experience of the homemaking teacher is used most effectively. Since her schedule allows time for visiting homes, she can contribute information needed for better counseling, guidance, and schedule-making for individual students. Her experiences in using group techniques and informal, pupil-centered planning should be shared with other teachers who want to make their classrooms less academic and more realistic in their programs of preparation for home and family living. The homemaking teacher may suggest interesting teaching procedures such as demonstrations, use of various types of illustrative materials and visual aids, and activities and projects which can be used to supplement class discussion. In doing so she will be contributing to a more effective total high-school program.

Education of Crippled Children— A Matter of Widening Interest

BYOND the boundaries of continental United States, two conferences were recently held which dealt with *the educational needs of crippled children*—a matter of increasing interest in the world today. This interest in the crippled is, of course, a part of the deepening interest of the general public in all types of physically handicapped children.

A UNESCO-sponsored conference of experts convened in Geneva, Switzerland, February 20, 1950, to study (for 1 week) the educational problems of orthopedically handicapped children. The conference was held under the auspices of the International Union for Child Welfare and was attended by 59 experts from 16 different countries. Representatives from the United Nations, the World Health Organization, and UNESCO also contributed to the conference, making a total of approximately 75 participants. The Office of Education was represented by Dr. Romaine Mackie, specialist, schools for the physically handicapped. Others attending from the United States were: Dr. John I. Lee, dean of the graduate school at Wayne University, Detroit, Mich.; Mr. Lawrence J. Linck, executive director of the National Society for Crippled Children and Adults; Mr. Eugene Taylor of *The New York Times*, New York City; Miss Bell Greve, secretary general of the International Society for the Welfare of Cripples; and Dr. James F. Garrett, of the Institute of Rehabilitation and Physical Medicine, New York City.

The purpose of the conference was to consider the needs of war-handicapped children in Europe, but attention was given also to the other crippled and physically handicapped who have similar needs. The members of the conference agreed that educational plans must be flexible enough to meet the needs of children with various physical conditions. This means that the school must serve the child wherever he is—in the day school, the hospital, the convalescent home or the sanatorium, or in his own home when no other plan is feasible.

The American delegates emphasized the possibility for services in both special classes and regular classes in day schools.

The program of the conference was built around the following topics: (1) The psychology of orthopedically handicapped children; (2) the coordination between medical treatment and education; (3) the relationships with the family and community; (4) the problem of employment; (5) the training of educational, welfare, and medical personnel; and (6) responsibility for the care and education of orthopedically handicapped children. Resolutions were proposed by members of the conference which will be printed in the proceedings and will be available in both English and French.

Another conference took place in Puerto Rico early in February, which also included consideration of the educational needs of crippled children. This conference was designated "The First Institute on Rehabilitation Problems," and it was sponsored by the State Insurance Fund of Puerto Rico in cooperation with the Department of Health and Education.

It was the purpose of this institute to consider an over-all program which would meet the needs of the physically handicapped, particularly the crippled. A set of recommendations was prepared by the members of the institute. Here, again, the importance of education was stressed as a necessary element in a well-rounded program providing also medical care, guidance, and vocational placement. Leading educators in Puerto Rico are aware of the educational needs of physically handicapped children, but this is only one of the problems they face in that island territory. For example, only a little more than half of the school-age children in Puerto Rico have the opportunity for schooling. It was reported that 400,000 children are in school while another 300,000 are at present out of school because of lack of facilities. It seems that in all of Puerto Rico only one special education teacher, aside from those

in the residence schools for the deaf and the blind, is now employed to teach physically handicapped children. There are a few other teachers in the island qualified by training to work with physically handicapped children.

Among those from continental United States who participated in the conference were: Mr. Michael Shortley, Director of the Office of Vocational Rehabilitation, Federal Security Agency, Washington, D. C.; Mr. K. Vernon Banta, Special Assistant of the Chairman of the President's Committee on National Employ the Physically Handicapped Week, Department of Labor, Washington, D. C.; and Miss Bell Greve and Dr. Romaine Mackie, both referred to in connection with the Geneva conference.

WAR SURPLUS PROPERTY

(Continued from page 133)

those agencies as it becomes available. The State agency for surplus property and the field representative will assist in the preparation of the necessary applications and in providing such information as is desired.

The flow of surplus personal property to educational institutions is continuing at an average monthly rate of more than \$8,000,000 in terms of acquisition value and includes all items used by Federal agencies for which there is an educational need and use. It is estimated that surplus real property with an acquisition value of well over \$300,000,000 will be available for disposal during the next 12 months, and is widely distributed as to location. Costs involved in transferring such property must be paid by the institution acquiring it but the benefits possible are reflected in a recent statement by one county school superintendent that he had saved his county \$100,000 in 12 months through acquisitions of surplus property. Such savings will be reflected in extensions and improvements of the educational program which otherwise would have been impossible.

In Higher Education

MAJOR ARTICLES appearing in the March 15 issue of *HIGHER EDUCATION*, Office of Education semimonthly publication, are "Regional Education: A Case Study," by Albert Lepawsky, professor of public administration, University of Alabama, and "Radio Curriculums Questioned," by Harry M. Williams, professor of speech, Miami University, Oxford, Ohio.

The Office of Education—Its Services and Staff

Division of International Educational Relations

THE PROGRAM of the Division of International Educational Relations is designed to help the schools of this country understand the life and culture of other nations and to make our own civilization understood and appreciated abroad. This it accomplishes through services which include the preparation and publication of basic studies of foreign educational systems, the evaluation of credentials of foreign students who wish to enter educational institutions in this country, the operation of exchange programs for students and teachers, the maintenance of a roster of teachers in this country seeking positions in foreign schools, the preparation and exchange of materials for use in schools, the promotion of extracurricular activities designed to develop understanding among students of the various nations, assistance to visiting educators from abroad, and cooperation in carrying out the educational projects of UNESCO.

For general purposes, the Division is organized in three geographical sections—American Republics, Europe, and the Near and Far East; in practice, however, many of the programs cut across geographical lines to use the abilities of specialists in certain broad functions.

Staff, International Educational Relations Division

KENDRIC N. MARSHALL, Director.
PAUL E. SMITH, Assistant Director, in charge of Exchange of Persons Program.

American Republics Education

THOMAS E. COTNER, Specialist for Exchange of Professors, Teachers, and Students.
DELIA GOETZ, Assistant Specialist for Preparation and Exchange of Materials for Use in Schools.
MARJORIE C. JOHNSTON, Assistant Specialist for Exchange of Information on Education and Evaluation of Credentials.
RAYMOND NELSON, Assistant Specialist for Exchange of Information on Education and Evaluation of Credentials.
CORNELIUS R. McLAUGHLIN, Research Assistant.
NANCY M. STAUFFER, Research Assistant.

European Education

HELEN DWIGHT REID, Chief, European Educational Relations.
J. H. GOLDTHORPE, Specialist for the Exchange of Professors, Teachers, and Students.
ALINA M. LINDEGREN, Assistant Specialist for Exchange of Information on Education and Evaluation of Credentials.
MARGARET L. KING, Research Assistant.

Near and Far Eastern Education

ABUL H. K. SASSANI, Assistant Specialist for Exchange of Information on Education and Evaluation of Credentials.

Division of School Administration

THE DIVISION of School Administration makes studies, furnishes information, and provides advisory and consultative services regarding State and local school organization and administration; financing of public schools; school housing; pupil transportation; education of school administrators; legal provisions relating to the administration, financing, and related phases of the public-school system.

Through its Surplus Property Utilization Section, it makes available to the schools and colleges surplus federally-owned personal and real property usable for educational purposes or adaptable for such use. This Division also cooperates with other Federal Government agencies in their educational programs affecting the public schools.

Its staff members, working closely with State departments of education and local educational agencies, are called upon for leadership through conferences, workshops, committee and commission membership, surveys, addresses, and writings, to promote better school organization and direction. A number of studies made by these staff members are carried on in cooperation with

the National Council of Chief State School Officers and other educational organizations and groups. Top emphasis is helping America plan for its children the best possible school systems and lending cooperation in trying to bring about the most efficient management and administration of schools throughout the Nation.

School Administration Division

H. F. ALVES, Director.
ANDREW H. GIBBS, research.
MYRTIS KEELS, research.

General Administration

E. GLENN FEATHERSTON, Acting Chief.
FRED F. BEACH, State school administration.
WARD W. KEESECKER, school legislation.
JOHN LUND, school administrator education.

School Finance

E. L. LINDMAN, Chief.
CLAYTON D. HUTCHINS, school finance plans.

School Housing

RAY L. HAMON, Chief.
NELSON E. VILES, school plant management.

Surplus Property Utilization

ARTHUR L. HARRIS, Chief.
CLAUDE HIRST, Head, real property.
DONALD P. DAVIS, real property.
JESSE M. DUNN, executive agencies liaison.
FLOYD L. BARLOGA, field representative.
HIRAM S. BURDETTE, field representative.
L. FRED CARSON, field representative.
RALPH I. CHOPLIN, field representative.
GUY H. CLARK, field representative.
DAN A. DOLLARHIDE, field representative.
W. E. DRISKILL, field representative.
THEODORE P. ESLICK, field representative.
JOHN P. GIFFORD, field representative.
PAUL T. JACKSON, field representative.
WILLIAM R. LAWRENCE, field representative.
DAVID H. McEUEEN, field representative.
THEODORE L. ROSWELL, field representative.
STEPHEN L. SIMONIAN, field representative.
HARLEY E. TALLEY, field representative.

THE COMMUNITY COLLEGE

(Continued from page 130)

counterparts for young women, could be so adapted under local administration that youth not otherwise employed could be provided with useful work under educational auspices. Employment conditions might make a period of youth service-to-the-community very desirable.

THIS IS THE THIRD in a series of statements appearing in *School Life* on the work of the Office of Education. Services and staff members of the Divisions of International Educational Relations and School Administration are reported in this issue.

3. Community improvement projects. The possibilities for learning-by-doing abound in every community. The establishment of needed recreational, social service, and health facilities for children, youth, and adults are only a few.

4. Community surveys and studies. Live and meaningful civic education comes to those who participate in planning, doing research, interviewing, analyzing, and interpreting in community surveys.

5. Supervised participation in community organizations. With high percentages of young adults not participants in any community organization, a program of first-hand acquaintance with community resources, agencies, and organizations is a good investment in civic education.

6. New-voter preparation programs. Age 21 is the psychologically ripe time to sharpen civic consciousness and induct all young people into full participating citizenship.

7. Educational tours. These may grow out of previous study or may themselves provide a form of learning.

8. Leadership training, consultation services to leaders of community organizations and direct leadership, and supplying educational materials and equipment to these groups. With roughly half of the adults in the typical community organized into groups with weekly or monthly programs, any improvement of group leadership and enrichment of the educational content of these programs will affect a large ready-made segment of the population.

9. Volunteer leadership systems. Block leader organizations, friendly visitors, and similar volunteer services can combine education with social and civic service and can reach many who cannot be effectively involved in educational activities in less personal ways.

10. Supervised correspondence study, individual tutoring, directed visiting, and directed reading. All but the largest of communities will always have people with specialized interests in numbers too few for group study.

11. Creative production programs in arts and crafts, music, dramatics, literature, and related fields.

12. Forums, lectures, discussion groups, film forums, workshops, and short institutes to help develop understanding of international affairs, UNESCO, and national, State, and local problems. Much of the less intensive educational activity in parent education, intergroup understanding, con-

sumer education, and other fields likewise can be approached in these ways.

13. Mass media. Films, the press, radio, and television are most useful in disseminating information to great segments of the community.

COMMUNICATION MEDIA

(Continued from page 132)

sage across to the students. All of us know, from personal experience, the effectiveness of the comic book and the sound motion picture. In addition to these, the term audio-visual aids also includes the sand table, the chart and poster, the working model, the diorama, the still picture, the slide, and the filmstrip.

The task of the instructor, once she has decided how she wishes to "change"—educate—the student, is to decide what experience will be most effective and efficient in effecting that change. Also, she must decide what medium of communication will provide the most effective kind of experience. There are, of course, practical considerations of cost and availability to be considered. But, in the main, the modern skilled instructor needs to consider the whole range of instructional materials in terms of what each can do best and in terms of the quality of the specific item, in order to select those materials which provide the most effective and efficient educative experience.

We know that a child can gain a better impression of the irregularity of the coast line of the eastern seaboard of this country by looking at a map for 2 minutes, than he could through many, many words. On the other hand, no picture of any kind can take the place of oral discussion of the values of not being tardy. A picture may be worth 1,000, 10,000, or 100,000 words—only when the picture is on a subject that the picture can cover best, when both teachers and students understand the picture, when it is a "good" picture, and when the teacher knows how and when to use the picture.

The use of the sand table, the chart, the poster, and the still picture depends largely on the ingenuity and alertness of the teacher herself. There are few sources of central supply of these materials. Still pictures of the kind available in many popular magazines are rich sources for many subjects ranging from science to art and for all grade levels. Using the still picture in an opaque projector provides the opportunity for making use of the picture as a group activity instead of an individual one, heightens the

attention, and enlarges the picture so that all may see it clearly. It is doubtful that there exists a school where the teacher cannot be exercising ingenuity, cannot devise visual aids that will assist her as no other materials can in providing a richer and a more effective experience for the student.

An invaluable source of instructional material is the local still picture. The community is always a good place with which to start. Here the history of the community, the city plans, the transportation, the industry, the architecture—are all available in the form of still pictures or filmstrips. These can be made locally and with the most inexpensive type of camera.

One school uses water color to paint the map of the community on the classroom floor. In the primary grades, this is a simple map showing where the roads in front of the school lead to and extending only as far as necessary to show the location of all the homes of all the students. Each spring the map is washed off the floor, and each fall the incoming class paints their own. As the children move upwards in the grades, the maps become more complex, including the routes of the mailman, the milkman, and eventually they become scale maps showing transportation systems and the like.

Other visual aids, such as motion pictures and filmstrips, are available on a purchase or rental basis. When there are local libraries of film material, the task is much simpler than when the instructor must consult general catalogs and then locate the material. In every school system there should be some source of information regarding these visual materials. Once such information is available, the teacher needs to acquaint herself with their content. It is unlikely that a teacher could teach a chapter she had never read. In the same manner, teachers must see the films or filmstrips or other material before using them in class. In the course of doing this, she will discover that in many instances the title may be misleading, or that the material in some way does not fit the needs of her instruction at that particular time. An evaluation form that provides the kind of information which will enable other teachers to form accurate judgments relative to the quality of the visual material, which is used over a period of years, and which is available to all teachers, will eventually prove invaluable in eliminating this very basic difficulty.

The instructor also must learn how to use these materials. We have learned in

the theaters and from the comic books just to look and then to leave. The educational use of pictures is quite different. All of us have consciously to overcome this traditional experience. The basic rules of good use are essentially those of all good instruction. First familiarize yourself with the material; prepare the class; use it; then follow up to make certain it is understood. These materials require individual consideration, and the teacher will need to develop variations. With some motion pictures, you simply show the film and do not discuss it until the next day, particularly if it is a film serving emotional objectives. In other instances, the film may need to be shown several times. No one knows all the answers to these problems of usage—there are too many differing kinds of films serving a wide variety of objectives and the time has been too short for experience to provide us with definitive answers. Each teacher will need to experiment informally and to learn on the basis of her

own experience how to use audio-visual aids effectively.

The community, the textbooks, the audio aids, the visual aids—all these and many more are “instructional materials.” These may seem like a great many sources, a “confusing” wealth of sources, but they are no richer, no greater in number, than the sources through which the child learns outside of school hours. No one of them is “best.” Each does a different kind of job. Each has a contribution to make. The task of all educators interested in giving the children of this Nation the best possible education is that of learning just which source will do the best job in each specific instance.

In conclusion, it is suggested that one master card catalog in which teachers and pupils can find information regarding all media available in the school will do much to improve the educational program. Such a catalog will suggest to the user the various media of communication that can be correlated in the school program.

Off the Rostrum—Off the Press

“When we survey the new information and processes which have become realities in the last decade, we realize that science teaching and testing at all levels must develop some new patterns.”

—Philip G. Johnson, specialist for science, Division of Elementary and Secondary Schools, Office of Education, in article, “Some Developments in Science Teaching and Testing” reprinted from *School Science and Mathematics*, March 1950 issue.

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“As much as we might wish it otherwise, our higher educational facilities are utilized for war as well as for peace. Education for international understanding has a place in the college curriculum immediately next to training for national defense. College students must hurry from their classes on the United Nations to the armory for military drill.”

—Claude E. Hawley, Associate Chief for Social Sciences, Division of Higher Education, Office of Education, in article “Higher Education and National Defense,” *Higher Education*, April 15, 1950, issue.

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“There are educators who believe that the schools eventually will need their own television stations and should look forward to

impending technological developments which will eliminate many existing difficulties and overcome many programming problems.”

—Floyd E. Brooker, Chief, Visual Aids to Education, Division of Central and Auxiliary Services, Office of Education, in article “How Television is Progressing in Schools,” *The School Executive*, April 1950 issue.

★ ★ ★

“If higher education is to be made accessible to many students who must remain in their own homes, those communities in which it can be shown that higher education is not accessible for geographic or financial reasons have a responsibility to extend public-supported educational opportunity 2 years beyond the high school.”

—Earl James McGrath, U. S. Commissioner of Education, in address “Expanding Opportunities for Higher Education in the United States,” delivered before the Annual Convention of the American Association of Collegiate Registrars and Admissions Officers, San Francisco, Calif., April 21, 1950.

★ ★ ★

“The secondary schools of the Nation are moving forward functional education and education for all American youth. For those school staffs eager to get started or to

move forward from their present positions, the Commission on Life Adjustment Education for Youth exists to provide a broad base for encouragement and a service of coordination.”

—J. Dan Hull, Assistant Director, Division of Elementary and Secondary Schools, Office of Education, in article, “Progress in Life Adjustment Education,” *Educational Leadership*, March 1950 issue.

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“When next you take advantage of counseling services to help you solve employment or other kinds of problems, you may well remember that you are using a profession which may soon be as common as that of the lawyer or the doctor. Just as neither the lawyer nor the doctor can promise that you will win your case or maintain perfect health, so vocational guidance services cannot assure you of vocational success or adjustment. They are, however, another means, becoming world-wide in scope, by which the prospective worker may secure better satisfaction and greater progress in a kind of work he likes and is able to do well.”

—Harry A. Jager, Chief, Occupational Information and Guidance Service, Division of Vocational Education, Office of Education, in article, “Vocational Guidance Becomes an International Service to Youth,” *Employment Service Review*, May 1950 issue.

It Pays Off

EDUCATION IS ONE of the crowning examples of the passing of the negative notion of public expenditure. A century ago, as the idea of universal free compulsory schooling was battling to win its way, there were those who condemned the whole notion as socialistic and dangerous. “What!” they cried, “Would you tax one man to pay for the education of another man’s child?” But a century of the common school in America has demonstrated its value so conclusively that no responsible voice attacks the basic idea that it is wise to put public moneys into public schools for all the children. It pays off, in better citizens, better producers, finer people. It pays off, too, in dollars and cents, as any comparison of the man-hour productive efficiency of an educated labor force with an uneducated labor force shows.

—John L. Thurston, Assistant Administrator for Program, Federal Security Agency, in address, “Investments in Human Resources” April 22, 1950, before the Association of Credit Unions of the State of Michigan, Detroit.

Aids to Education—By Sight and Sound

by Gertrude G. Broderick, Radio Education Specialist, and
Seerley Reid, Assistant Chief, Visual Aids to Education

Radio Recordings

THE FOLLOWING described radio recordings have been added to the library of the Script and Transcription Exchange of the Office of Education and are available for free loan distribution upon request.

From the National Broadcasting Co.'s "Living—1950" series, the two broadcasts of February 14 and 11 which were devoted to the subject of education. In the first, *As the Twig Is Bent*, is mirrored an examination of the Nation's public schools, past, present, and future, as reflected in the story of a typical American teacher over a 50-year span.

The second program, *Action at the Grass Roots*, is a drama document based on the case history of an experiment in Delaware which began with a local parent-teacher association and progressed to the State legislature with resulting State-wide improvements in teachers' salaries and school equipment. Program closes with a brief talk by Henry Toy, Jr., who was president of the Council for Delaware Education at the time of the experiment, and presently is executive director of the National Citizen's Commission for Public Schools.

Clearances permit the use of these recordings only by educational groups and over noncommercial facilities. Each program is 30 minutes in length and is recorded on reverse sides of 16-inch disks at 33 $\frac{1}{3}$ r. p. m.

God Helps Those . . . The title of a program from NBC's "Living—1949" series which tells the story of Penn-Craft, the cooperative community in the heart of the coal mining region of Pennsylvania. Beginning in the job-hungry thirties, the program documents unfortunate conditions in a community hard hit by the depression, and the successful plan of personal rehabilitation which was arranged by the American Friends Service Committee. Story points up sharply the efforts of a group of men practicing democracy by the self-help technique.

The New Philadelphia Story. Also

from the NBC "Living—1949" series, it gives a step-by-step account of a successful plan for slum clearance that was begun more than a year ago in Philadelphia when representatives of Federal, State, and city governments, in cooperation with civic organizations and individuals in a community, joined hands to accomplish a creditable job. Program is suitable for classroom study purposes as well as for discussion purposes in community organizations.

Each of the last two mentioned programs are 30 minutes in length and are recorded on reverse sides of 12-inch microgroove records at 33 $\frac{1}{3}$ r. p. m.

1949-50 Voice of Democracy Essays.

The prize-winning essays in this year's annual Voice of Democracy radio contest have been recorded by the four student winners for distribution through the exchange. In a competition that drew a million entries, high-school girls and boys wrote and recorded scripts on the subject "I Speak for Democracy." This year's winners whose voices are heard on the recordings are Richard L. Chapman, Brookings, S. Dak.; Gloria Chomiak, Wilmington, Del.; Anne Pinkney, Trinidad, Colo.; and Robert Shanks, Lebanon, Ind. Teachers and students have found it advantageous to borrow these recordings each year as models in preparation for future competition.

Visual Aids

Emotional Needs of Children. *Preface to a Life* is the story of Michael Thompson, newly born, and the way his parents can influence his behavior during childhood and his character during adolescence and adulthood. The equally harmful effects of a mother who babies him excessively and of a father who expects too much of him are demonstrated to point up the desirability of Mike's developing as an individual, loved by his parents but respected and appreciated for what he is. Produced for the National Institute of Mental Health, *Preface to a Life* is exactly what its title

indicates—a visual documentation of the importance of a healthy childhood as the preface to a healthy life. The film is 16-mm sound, b/w, runs 29 minutes, and can be borrowed from State departments of health, rented from 16mm educational film libraries, or purchased from United World Films, Inc. (Castle Films), 1445 Park Ave., New York 29, N. Y. Purchase price is \$35.85, less 10 percent to schools.

Directory of 16mm Film Libraries.

Do you have your copy of *A Directory of 897 16mm Film Libraries*? Order from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: 15 cents.

"How To Obtain U. S. Government Motion Pictures, 1950." Reprints (single copies only) of the chart, "How To Obtain U. S. Government Motion Pictures, 1950," which appeared in last month's *SCHOOL LIFE*, may be had without charge. Send requests to Visual Aids to Education, Office of Education, Federal Security Agency, Washington 25, D. C.

1950 Catalog Supplement. Single copies of the 1950 Supplement to the 1949 catalog, "U. S. Government Films for School and Industry," are now available and will be sent upon request. This supplementary catalog, published by Castle Films, lists and describes 331 motion pictures and filmstrips of United States Government agencies which have been released for educational use within the last year. Send requests for the 1950 Supplement to Visual Aids to Education, Office of Education, Federal Security Agency, Washington 25, D. C. No charge.

Color Pictures of Common Insects.

The Department of Agriculture has prepared a series of 25 "picture sheets" on common garden and farm insects. Each sheet is devoted to a single insect, shown in natural colors. The Picture Sheets (except No. 3—out of print) can be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price: 5 cents each.

New Books and Pamphlets

Children's Books for Seventy-five Cents or Less. Prepared by Mabel Altstetter. Washington, D. C., Association for Childhood Education International, 1950. 49 p. 50 cents.

College Programs in Intergroup Relations; a Report by Twenty-Four Colleges Participating in the College Study in Intergroup Relations, 1945-49. Washington, D. C., American Council on Education, 1950. 365 p. (College Study in Intergroup Relations: vol. I) \$3.75.

Ends and Means in Education: A Mid-century Appraisal. By Theodore Brameld. New York, Harper & Brothers, 1950. 244 p. \$3.

Equality in America: The Issue of Minority Rights. Compiled by George B. de Huszar. New York, The H. W. Wilson Co., 1949. 259 p. (The Reference Shelf, vol. 21, no. 3) \$1.75.

Evaluation of Citizenship Training and Incentive in American Colleges and Universities. By Thomas H. Reed and Doris D. Reed. New York, The Citizenship Clearing House (Affiliated with the Law Center of New York University), 1950. 64 p.

Gateways to Guidance; Some Aspects of Mental Hygiene for Classroom Teachers. Brooklyn, N. Y., Board of Education of the City of New York, 1950. 58 p.

Goals for American Education; Ninth Symposium. Edited by Lyman Bryson, Louis Finkelstein, and R. M. Maciver. New York, published by Conference on Science, Philosophy, and Religion in Their Relation to the Democratic Way of Life, Inc., Distributed by Harper & Brothers, 1950. 555 p. \$5.

Helping Boys in Trouble; the Layman in Boy Guidance. By Melbourne S. Apple-

gate. New York, Association Press, 1950. 124 p. \$1.75.

High-School Driver Education; Policies and Recommendations. Developed by National Conference on High-School Driver Education, Jackson's Mill, W. Va., October 2-5, 1949. Washington, D. C., National Commission on Safety Education, National Education Association, 1950. 78 p. 50 cents.

Secondary Education: Basic Principles and Practices. By William M. Alexander and J. Galen Saylor. New York, Rinehart & Co., Inc., 1950. 536 p. \$4.

Situational Factors in Leadership. By John K. Hemphill. Columbus, Ohio State University, 1949. 136 p. (Bureau of Educational Research Monographs, No. 32) \$3, cloth; \$2.50, paper.

—Susan O. Futterer, Associate Librarian, Federal Security Agency Library.

Selected Theses in Education

THESE THESES are on file in the education collection of the Federal Security Agency Library where they are available for inter-library loan.

A Business Education Program for a Small Rural High School. By Elizabeth M. Magee. Master's, 1948. University of Cincinnati. 132 p. ms.

Discusses the objectives of the business education department; vocational business education in the small rural high school; and basic business

education in these schools. Suggests a business education program.

The Creative Song Pageant in Elementary Music Education. By Grace O. Eilert. Master's, 1948. University of Cincinnati. 163 p. ms.

Describes and interprets four creative song pageants which were pupil-teacher planned and produced by music classes in four different elementary schools in Ohio.

A Prevailing Theory of Art Education for the Junior High School. By Mary B. Swynehardt. Master's, 1947. Ball State Teachers College. 88 p. ms.

Surveys books and courses of study on art education at the junior high-school level, published since 1932.

A Survey of the Extent of Teacher Participation in Administration of Secondary Schools in Indiana. By William A. Bennie. Master's, 1949. Indiana State Teachers College. 44 p. ms.

Analyzes 238 replies to a questionnaire sent to 400 secondary school teachers in Indiana. Indicates that distribution of assigned duties is not affected by the enrollment of the schools; that length of tenure is an important factor in the teacher's participation in school policy making; and that large high schools are more democratic than small high schools.

The Value of Audio-Visual Materials in Use in the Skilled Business Subjects as Revealed by the Literature. By Eleanor Ryan. Master's, 1948. University of Cincinnati. 76 p. ms.

Discusses use of the demonstration, the motion picture, the stereopticon, the opaque projector, charts, graphs, exhibits, the blackboard, the cartoon and bulletin board, the class journey in teaching business subjects.

—Ruth E. Strawbridge, Bibliographer, Federal Security Agency Library.

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